DOCUMENT RESUME

ED 464 911 SP 040 728

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TITLE	A Place To Be Navajo: Rough Rock and the Struggle for Self-Determination in Indigenous Schooling. Sociocultural, Political, and Historical Studies in Education.
ISBN	ISBN-0-8058-3761-2
PUB DATE	2002-00-00
NOTE	229p.; With photographs by Fred Bia. Supported by Kellogg National Fellowship Program, University of Arizona Foundation, and University of Arizona College of Education Research Incentive grant.
AVAILABLE FROM	Lawrence Erlbaum Associates, Inc., Publishers, 10 Industrial Avenue, Mahwah, NJ 07430-2262 (paperback: ISBN-0-8058-3761-2, $24.95; hardcover: ISBN-0-8058-3760-4, $49.95). Tel: 201-236-9500; Tel: 800-926-6579 (Toll Free); Fax: 201-760-3735; e-mail: orders@erlbaum.com.
PUB TYPE	Books (010) -- Reports - Descriptive (141)
EDRS PRICE	Document Not Available from EDRS.
DESCRIPTORS	*American Indian Education; Community Control; *Community Schools; *Culturally Relevant Education; Elementary Secondary Education; Minority Group Teachers; *Navajo (Nation); *Self Determination; *Tribally Controlled Education
IDENTIFIERS	*Rough Rock Demonstration School AZ

ABSTRACT

This book presents the voices of Navajo parents, students, educators, administrators, school board members, and politicians in Rough Rock, Arizona, home of a community based school for American Indian students. The Rough Rock Demonstration School, started in 1966, is lauded as an exemplary "experiment" in American Indian education. It was the first to teach in Navajo and produce quality children's literature about and by Navajo people. This book explains that Rough Rock's story is much more complex than the story of an "experiment." It is the story of a Navajo community reclaiming its own place, language, and children. Thirteen chapters examine: (1) "Framing the Story"; (2) "People, Place, and Ethnographic Texts"; (3) "'How It Was'"; (4) "'We Were Going to School Being Taught Only by Anglos'"; (5) "A Portrait of Change"; (6) "Origin Stories"; (7) "Community and Classroom"; (8) "The Problems and Politics of Program Evaluation"; (9) "The Two Faces of Self-Determination"; (10) "Transitions and Turmoil"; (11) "'If We Want To Be Powerful, We Have To Exercise Our Power': Indigenous Teachers as Change Agents"; (12) "Protest"; and (13) "'What If the Children Forget the Navajo Language?'" An epilogue presents "The Hopes and Dreams of Rough Rock." (Contains approximately 260 references.) (SM)

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